physical movements which, out of all Original Definition of Education Selected from Original Sources the best and the most profitable." (A. Horace, page 6.) BARNARD, HENRY—"In some allotted by the best and the most profitable." (A. Horace, page 6.) BARNARD, HENRY—"In some allotted by the best and the most profitable." (A. Horace, page 6.)

I. E. TUCKER, School Editor.

however, it is refreshing to go back to original sources and to view each peda-gogical expert's idea of what "educa-tion" really meant to him. The followtion" really meant to him. The following definitions have been carefully se lected from original sources, in the hope that private school experts of to-day will be glad to study bits of the original writings of those in whose footsteps they are so efficiently following.

MORE For if you suffer your people to be ill educated and their manners to be corrupted from their infancy and then punish them for crimes to which their first education disposed them, what else is to be concluded from this but that you first make thieves and then punish them." (Utopia, More, Sir Thomas, pages 37-38.)

ASCHAM-"I do gladly agree with all good schoolmasters in these points: To have children brought to good perfitness in learning, to all honesty in manners, to have all faults rightly amended, to have every vice severely corrected; but for the order and way that leadeth to these points we some of education is either physical or prac-what differ." (Ascham, Roger, The Schoolmaster, page 31.)

MILTON-"The and then of learnwhich being united to the heavenly grace of faith, makes up the highest perfections." (Tractate on Education, Milton, John, page 98.)

MONTAIGNE-"Methinks the first with which one should season his understanding ought to be that which regulates his manners and sense, that teaches him to know himself and how both well to die and to live." (Aphorisms on Education from Montaigne-Barnard, Henry, page 86.)

LOCKE-"A sbund mind in a sound body is a short but full description of a happy state in this world. He that has these two has little more to work for, and he that wants either of them will be but little the better for anything else." (Some Thoughts Concerning Education, by Locke, John, edited by Quick, the Rev. R. H., page

"I place virtue as the first and most necessary of those endowments that belong to a man or to a gentleman as absolutely requisite to make him valued and beloved by others, acceptable or tolerable to himself." (Some Thoughts Concerning Education, by Locke, John, edited by Quick, the Rev. R. H., page 115.)

"The end of study is knowledge and the end of knowledge, practice or communication. 'Tis true, delight is commonly joined with all improvements of knowledge; but when we study only for that end it is to be considered rather Pestalozzi, page 26.) as diversion than business and so is to be reckoned among our recreations."

"The business of education is not, as I think, to make the young perfect in talozzi, page 67.) any one of the sciences, but so to open and dispose their minds as may best them capable of any when they shall apply themselves to it." (Conduct

BACON-"Certainly custom is not perfect when it beginneth in young this we call education which is in effect, but an early custom." (Essay on Custom and Education, by Bacon,

did chiefly reign among the schoolmen. of reading, but their wits being shut up in the cells of a few authors (chiefly Aristotle, their Dictator), and knowing little history of nature or time, did out 29.) of no great quantity of matter and into the stuff and is limited thereby, but Man, Froebel Educational Series, page if it works upon liself, as the spider 2.) worketh its web, then it is endless, and brings forth cobwebs of learning ad-

Lord, Chap. 4., page 5.) COMENIUS -"And inasmuch

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> cation from nature, from men and from things. The internal development of our faculties and organs is the education of nature; the use which we learn to make of this development is the education of men; while the acquisition of personal experience from the objects that effect us is the education of things." (Emile Rousseau, Jean Jacques International Educational Series, page 2.)
> "Education is certainly nothing but

a habit. The master work of a good education to make a reasonable man." (Emile Rousseau, Jean Jacques International Educational Beries, page

BASEDOW-"The principal of education ought to be to prepare and to train children to a life useful and happy as much for themselves as for society." (Nouvelle Methods D'Education. Basedon, 1772, translated by Huber, page 20.) KANT-"Pedagogy or the science

with animals. Practical or moral edumil. TON—The end then of learning is to repair the ruins of our first cation is that by which man is to be so parents by regaining to know God formed that he can live as a freely aright and out of that knowledge to acting being. (All that which has referlove him as we may the nearest by possessing our souls of true virtue. It is the education toward personality the education of a free being who can ber of society, but who can also have an inner worth peculiar to himself. (Educational Theory, Kant, Emanuel, Lippincott's Educational Series, page

"Man is the only creature that must be educated. By education we mean care, maintenance, discipline (training) and instruction, including culture." (Educational Theory, Kant, Emanuel. Lippincott's Educational Series, page

FICHTE-"In every age that kind of education and spiritual culture by mankind to the knowledge of the ascertained part of the Divine Idea is the learned culture of the age." (The Nature of the Scholar, Fichte, page 15.)

"In like manner may be discovered and laid down the great and universal law of the moral world, the destined immortality of man. To prepare him for this, as the highest of all possible destinies must be the main problem of education." (Fighte Educational Aphorisms, edited by Henry Barnard, page 29.)

PESTALOZZI—"All instruction of man is then on the art of helping Nature to develop in her own way an dthis art rests essentially on the relation and harmony between the impressions received by the child and the exact degree of his developed powers."
(How Gertrude Teaches Her Children,

"This reflection agreed with Pesta-lozzi's principle of enabling men to help (Essay on Study, Locke, John, page themselves since on God's earth no one helps them or can help them." (How Gertrude Teaches Her Children, Pes-

"Oh, if men would only comprehend that the aim of all instruction is and can be nothing but the development of human nature by the harmonious culof the Understanding, Locke, John, page tivation of its powers and talents and the promotion of manliness of life."
(How Gertrude Teaches Her Children,

Pestalozzi, page 157.) "In this way a general kind of education suitable to the human race can developed for training those practical Lord, Edited by Whatley, Rev. R., page abilities which are necessary for the fulfilment of the duties of life." (How Teaches Her Children, Pes-

talozzi, page 180.) who having sharp and strong wits and "How happy shall I be in my grave abundance of leisure and small variety if I can unite nature and art in popuiar education as closely as they are now iolently separated." (How Gertrude Teaches Her Children, Pestalozzi, page

FROEBEL.-"Education consists in finite agitation of wit, spin out unto us leading man, as a thinking, intellithose laborious webs of learning which gent being growing into self-consciousare extant in their books. For the wit and mind of man, if it works upon matter, which is the contemplation of divine unity and in teaching him ways the creatures of God, worketh according and means thereto." (Education, of

"Education should lead and guide man to clearness concerning himself mirable for the fineness of thred and and in himself, to peace with nature work, but of no substance or profit." (Advancement of Learning, Bacon. Man, Froebel, International Educational

Series, page 4.)
HERBART—"For after all, the every one ought to be competent to serve God and be useful to men we maintain that he ought to be instructed the tender child, to those mental and

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of education may be comprised in a single concept—morality." (A. C. C. of Sense Preception in Text Book of Psychology, Herbart, page 53.)

"Such a presentation of the universe, times that are known, in order to efface, if need be, the evil impression of untermed the chief office of education, for which that training which awakens and restrains desire would be but a neces-sary preparation." (A. B. C. of Sense Preception in Text Book of Psychology, Herbart, page 107.)
"The interest which we take in edu-

ation is one of the forms of interest which we take in human beings. Our hopes find refuge in the hearts of the young, in the expectation that men. when they are more carefully educated, will attain to things yet beyond our view." (Credaro La Pedagogia di Her-

bart, page 110.) SPENCER, HERBERT—"To pare us for complete living is the function which education has to discharge; and the only rational mode of judging of any educational course is to judge in what degree it discharges such functions." (Education, Intellectual, Moral and Physical, Spencer, Herbert, Humpoldt's Library of Sciences.)

"And if education be a preparation of a conscious human being to his or the business of life, then every environment." (Philosophy of Education, child should also, from the beginning. Horne, Charles, page 52.) have dally experience with this fact."

beyond all other devices of human ment." (Philosophy of Education, origin is the great equalizer of the Horne, Charles, page 251.) conditions of men-the balance wheel its attributes. But I mean that it gives of each man the independence and the (285.)

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HORNE, CHARLES-"Broadly speak ing, the whole of life is an educa-tion, and life itself in all its phases, is conception it is possible to hold concerning education in which life itself is the school, and the Spirit of the world himself the teacher. But, narrowly, educa-tion is the influence exerted by the school, technically so called, upon the individual." (The Philosophy of Education, Horne, Charles, pages 5, 6.)

"The nature of education psycholog-ically considered is the realization of the self." (The Philosophy of Education, Horne, Charles, pages 5, 6.) "Education is the superior adjustment

to his intellectual, emotional and volitional environment of a physically de veloped conscious human being." osophy of Education, Horne, Charles, page 150.)

Education is the superior adjustment to his environment of a physically de-veloped human being." (Philosophy of Education, Horne, Charles, page 94.) "Education is the superior adjustment

"Education is the superior adjustment Education. Intellectual. Moral and of a physically and mentally developed Physical, Spencer, Herbert, page 295.) conscious human being to his intellec-MANN, HORACE-"Education, then, tual, emotional and volitional environ-

"Education is the eternal process of of the social machinery. I do not here superior adjustment of the physically mean that it so elevates the moral and mentally developed, free conscious nature as to make men disdain and human being to God as manifested in abhor the oppression of their fellow- the intellectual, emotional and volitional men, this idea pertaining to another of environment of man." (The Philosophy Education, Horne, Charles, page

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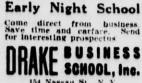
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